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ABSTRACT

Southeast Regional College's Rural Bridging Program was developed to provided unemployed men and women with a variety of learning experiences designed to prepare them for employment or further education. Specifically, the 24-week program assisted participants in identifying personal attributes and needs related to career development; exploring new career and educational options in a changing labor market; and acquiring on-the-job training skills which are needed in the market place. Participants progressed through phases focusing on pre-employment and life skills (e.g., self-image, work attitudes, goal setting, and realistic expectations); microcomputer training; work experience; job search; and job placement. The program's 12 participants came from diverse backgrounds in terms of education, work experience, age, and skill levels. Three participants withdrew from the program, and two were replaced. The remaining 11 participants completed the program, and it is anticipated that 8 participants will continue working after the program ends, 2 will return to school, and 1 will continue his job search. Evaluation data were solicited from both the students and the workplace hosts throughout the program, and responses were generally favorable. It was recommended that the program be delivered in another rural location in fall/winter 1994-95. (KP)

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ED 375 867

Rural Bridging Program for Southeast Regional College.

Program Description and Final Report

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June 1994

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Program Description

ABSTRACT

Nationwide, long-term unemployment may prevail for quite some time. And for those trying to survive in small, rural communities in southeast Saskatchewan, the obstacles to employment seem almost insurmountable. Southeast Regional College has attempted to overcome the effects of depressing unemployment for twelve individuals by designing and implementing a Rural Bridging Program in Broadview, Saskatchewan.

However, Southeast Regional College's first successful and innovative Rural Bridging Program has not been able to reach all of those to whom it would like to offer a chance of leaving unemployment: several unemployed individuals in Moosomin, Saskatchewan, would like an opportunity to up-grade their employment skills and participate in training in the workplace to improve their chances of obtaining work.

This proposal, then, is an attempt to provide a rationale, a structure, an operating philosophy, and an implementation strategy for a readily-accessible, one-stop Rural Bridging Program that will furnish the information and services the unemployed people of Moosomin need in order to achieve gainful employment. Additionally, it is hoped that the Rural Bridging Program described herein will build the necessary framework to effect change for institutional effectiveness, efficiency, growth, and survival of existing programs and functions of Southeast Regional College.

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INTRODUCTION

With the number of Canadians unemployed for more than a year rising throughout 1993, it is evident that long-term unemployment could be a chronic problem for several years to come.

> On average, there were 215,000 long-term unemployed over all of 1993. That's 13.8 per cent of the total 1.6 million unemployed, up from 11.1 per cent in 1992.(1)

Equally revealing is the prediction that Canada will experience an unemployment rate at or above 9 per cent all the way up to the year 2010. (2)

Saskatchewan is not faring very well either. Not only has Saskatchewan's population tumbled to a new ten-year low (it has been declining since 1987), but

> Statistics Canada figures show the average number of people employed in Saskatchewan during 1993 was 400,000--exactly the same as 1992. That's 9,000 fewer people working than in 1991.(3)

Furthermore, losing one's job in the 1990s has proved to be even more painful than it was ten years ago: long-term unemployment is particularly damaging because the longer someone stays out of work, the worse his/her chances of finding another job are.(4) In addition, "the longer people remain unemployed, the rustier their job skills become and the lower their self-esteem falls...." (5)

The causes are well-known: the global economy is forcing all types of organizations to downsize, restructure, and delayer in order to stay competitive. And because of the deficit, this downsizing is now being extended to governments. Then, there is technology: Canada (and the world) is in the midst of a technology-driven revolution whose effects potentially are as profound as were those of the Industrial Revolution.

Thus, Canada may be becoming a nation in which large numbers of people will always be unemployed with many more people experiencing regular spells of unemployment between short-term, part-time, and contract work. "About 60 per cent of new jobs were in part-time work." (6)

According to Lloyd Atkinson, Executive Vice-President of the Bank of Montreal, the solution is training: "the country should adjust to these changes by using unemployment insurance money to retrain workers...." (7) There is no doubt that emphasis on education and training is important, but when jobs are not available, "policies to increase the supply of trained labor are ineffective." (8) This

was verified by one audience's angry response to Lloyd Axworthy's comment on March 18, 1994, that "work is available for trained Canadians who want it...." (9) The audience pointed out that there are "incredible numbers of well-educated people in Toronto...people who are highly skilled, highly trained, vastly experienced, who can't find jobs because there are none. (10)

JobsONTARIO, on the other hand, has taken a sponsored-training approach which seems to be the best possible solution to job-creation at the present time: "Ontario is the first to link an incentive to hire with training" which has created about 40,000 jobs that have been filled by former welfare and U.I. benefits recipients. (11)

> HOW jobsONTARIO WORKS: Private-sector employers receive a grant of 35 per cent of the new employee's wage, to a maximum of $10,000. At least half the grant must be used to train the new employees, the rest of the money can be used to train existing workers. Employers must commit themselves to hiring the person for one year. Eligible employees must be on welfare or some other form of social assistance or have exhausted their unemployment insurance benefits. JobsOntario also offers 20,000 subsidized child-care spaces. Courses lasting six to 10 weeks in English as a second language, mathematics, literacy and computer skills are also available but with no guarantee of a job. The program is coordinated by local brokers--municipalities, school boards, community colleges and community-based groups--which refer applicants to employers and supervise training plans. (12)

Southeast Regional College's present Rural Bridging Program in Broadview, Saskatchewan, is experiencing remarkable success and is somewhat similar to the jobsONTARIO program. It has accepted twelve unemployed adults into its twenty-four week program. These individuals are receiving a training allowance or U.I. benefits, have undergone intensive pre-employment training and computer skills training, and all are now on a ten-week work placement experience. Indications are that virtually all of the host-employers want to keep the Rural Bridging students for as long as they can. Training monies for the Program came from the Federal Government's Employability Improvement Program--Project-Based Training, and monies from the Government's Job Opportunities Program will be used to subsidize part of the students' wages for an additional twenty-six weeks if the host employers will keep the students on after they finish their present Program. The success of the Rural Bridging Program, therefore, can be attributed partly to the "sponsored-training approach" which is the basis of the current Rural Bridging Program.

SOUTHEAST REGIONAL COLLEGE

Southeast Regional College is a rural College serving Southeast Saskatchewan. Its mission is to provide accessible, valued, and innovative education and learning to individuals, industries, and businesses so that they may meet the challenges of today and create opportunities for tomorrow. The College was established in 1975 as the South East Region Community College. Today, the College is one of eight regional colleges established under the Regional Colleges Act. The College is governed by an appointed Board of Governors, and its administrative offices are located in Weyburn, Saskatchewan. District campus offices are located in Assiniboia, Estevan, Indian Head, and Whitewood. In addition, the College has learning centres/program centres in Moosomin, Carlyle, and Glen Ewen.

The College serves eighty-two thousand adults living in a twenty-thousand square kilometer area. In 1991-92, the College delivered approximately twelve hundred courses in over sixty-four communities to over ten thousand clients. The College employs sixty program co-ordinating and administrative personnel, and approximately 450 instructors work on a part-time or full-time basis.

The College delivers a full spectrum of university, technical-vocational, and Adult Basic Education programs in the areas of agriculture, literacy, computer technology, training-in industry, and industrial safety, as well as career development, health, home skills, organizational development, business skills, and community development by continuing education.

Further, the College's training programs are delivered in conjunction with various sponsoring agencies, such as the Canada Employment Centre, Social Services, and Rural Development. Past joint ventures have included training in the following: hospitality, explorations, home care/special care aide, dairy technician, English as a Second Language, and a computer course for business and farm use.

Southeast Regional College provides residents of the region with access to university and technical-vocational programs through brokerage arrangements with the University of Regina and the Saskatchewan Institute of Applied Science and Technology (SIAST). As well, the College has co-operative arrangements with the University of Saskatchewan, the University of Regina, Athabasca University, Brandon University, SIAST, and the Saskatchewan Communications Network to deliver courses by distance education methods.

COMMUNITY PROFILE

Moosomin is located in southeastern Saskatchewan, 16 km from the Manitoba border and 128 km north of the International Boundary. It is situated on two Trans-continental routes--the main lines of the C.P.R. and the Trans-Canada Highway. Highway 8, a North-South route, connects Moosomin with the United States.

The population of Moosomin is 2465, and the trading area population is estimated to be approximately 20,000. Over the years, the community has enjoyed steady growth, and this growth is expected to continue into the 21st century. The "growth" is based on Moosomin's traditional advantage as one of the most vital trading areas in the southeast sector of the province.(13)

Moosomin has a full range of needed services that contribute toward making it a highly desirable community. Some of the services include: over 100 retail businesses; four financial institutions; three public schools and a community college; two dentists, five doctors and a sixty bed hospital; a special care home; four lawyers; a public library; a newspaper; nine churches; and, for entertainment, a theatre, public golf course, swimming pool, skating and curling rinks, tennis courts, ball diamonds, and video shops.(14)

In 1992, there were 691 males and 713 females employed in the labor force.(15) About half of the males worked full-time, all year and had an average employment income of $31,667. The other half, who worked either part-time or part-year, had an average income of $12,406. Of the females, the half who worked full-time, all year had an average employment income of $21,396; the ones who worked either part-time or part-year had an average income of $10,207. (16) In 1993, in Canada as a whole, "the vast majority--87 per cent--of long-term unemployed...were 25 years and older,...and, the youth unemployment rate was steady at 17.7 per cent...." (17) If one applies the above-mentioned statistics to Moosomin, unemployment is a major problem in the town and surrounding area.

RATIONALE FOR THE PROGRAM

There is little doubt that the demand for well-educated, highly skilled workers in Canada is growing, and that this trend will likely continue for the foreseeable future. Thus, education and training will be critical to maintain Canada's international competitiveness and to enable its workforce to adjust to the impact of technological and competitive change.

> As industrial and occupational structures change, the challenge facing Canada's training system is to provide individuals with the on-going opportunity to acquire and to develop skills which are needed in the market place. (18)

While governments have traditionally provided basic and general education, there is growing evidence that Canadian businesses are beginning to realize that they, too, must share a responsibility for increased training, particularly training related to firm-specific and industry-specific skills. (19)

And, to facilitate that process, the Federal Government has increased the use of unemployment insurance programs for purposes such as training ($775 million). These changes are designed to achieve goals such as:

> A substantial increase in the private sector's role in training workers and in ensuring that training is more responsive to current labour market needs;
> A re-alignment within the U.I. program, so that more expenditures are directed to active training and re-employment measures for the unemployed....(20)

With small businesses making the biggest contribution to job creation in Canada between 1978 and 1988 (firms employing less than 20 persons accounted for 2.8 million new jobs--equivalent to some 48 per cent of all new jobs created in the country)(21), it would be reasonable to assume that most of the $775 million would be directed toward small businesses.

For individuals, educational attainment, personal responsibility regarding career preparation, and flexibility of options will likely be the three critical criteria that will contribute to career success, i.e., employment, in the foreseeable future.

The need to adapt to new skills demands on a regular basis will affect an increasing number of people. This means that workers must have strong basic skills which form the foundation for a lifetime of learning because, as economic restructuring continues and the number of jobs in particular occupations continue to grow at different rates, Canadians will have to meet the challenge not only of changing jobs, but of changing occupations in mid-life. This will mean acquiring new knowledge and learning entirely different skills. From an employer's perspective, this includes not only the ability to carry out work responsibilities, but a willingness to participate in any training required to meet changes in the nature of work.

Among individuals, too, there is a need to ensure that attitudes are conducive to change: people must show a willingness to switch careers and, if necessary, to consider non-standard type work arrangements; part-time, short-term, self-employed, and temporary help agency work has exploded in recent years.

These trends reflect changing economic circumstances, as well as the desire for greater flexibility on the part of employers and the varying employment needs of individuals.

The proposed Rural Bridging Program for Moosomin will begin to address the above issues. The "pre-employment-life skills" portion will work to foster in participants self-confidence and a positive self-image--prerequisites to maintaining favorable and flexible attitudes toward the work environment and other people. Further, the program will emphasize goal setting, create realistic expectations in the minds of the participants, and provide up-to-date information about employability skills.

The "basic skills, micro-computer training, G.E.D. preparation" component will give participants an opportunity to refresh existing basic skills and introduce them to computer skills which will enable them to use more sophisticated technologies in their future occupations. Overall, these skills will strengthen the ability of participants to adapt to the rapidly changing work environment, enhancing their chances of surviving in an increasingly information-based society.

Finally, the "work experience and job placement" sections will give participants the chance to practice skills learned in class and on-the-job, to make contact with potential employers and, in most cases, to find permanent employment.

The Moosomin community as a whole will derive a larger benefit from the program because "graduates" will have the education, skills, and adaptability required to function as full-partners in a prosperous and progressive community.

OBJECTIVES AND ANTICIPATED RESULTS

The overall objective of the twenty-four week Rural Bridging Program is to help individuals who suffer an inability to secure and maintain employment overcome barriers that block their success. The program will address behaviorally-based barriers and some psychological barriers that are within reason to change but which do not require extensive professional intervention. The program will:

1) Provide pre-employment-life skills, micro-computer, numeracy and literacy skills, and G.E.D. preparation, work experience, and job placement to fifteen employment disadvantaged individuals.

2) Produce fifteen "job ready" individuals (see Appendix A);

3) Place twelve "graduates" in jobs; and,

4) Assist unplaced "graduates" in their search for employment or further training.

PARTICIPANTS

A. Target Group:

The target group consists of individuals between the ages of 20 and 60 years with on-going but changeable employment barriers such as:

a) unsure about how to achieve goals;
b) attitudinal and motivational problems;
c) poor problem-solving and decision-making skills;
d) low self-esteem and sense of self-worth;
e) absence of effective oral and written communication skills;
f) lack of basic computation skills;
g) little knowledge of job search techniques, employer expectations, or appropriate job behavior;
h) little/no work experience or up-to-date training;
i) unsure about how to behave in groups;
j) fear of rejection by employers.

B. Referral Sources:

a) newspaper advertisement responses;
b) former program "graduates";
c) Department of Social Services;
d) Canada Employment Centre;
e) Department of Health;
f) South East Regional College;
g) Moosomin School District #9.

C. Assessment and Selection:

The twenty-four week program will be delivered from September 06 to February 18, 1995 (one week break from December 23 to January 03).

Eligible participants must be in receipt of U.I.Benefits or have exhausted their U.I.B. and are on welfare or some other form of social assistance.

An applicant wishing to enter the program will undergo an initial interview to determine if s/he meets the program criteria, clearly understands the goals and objectives of the program, knows what will be expected of trainees, and has clear short- and long-term goals.

If the results of the initial interview are positive, the instructor will then conduct an in-depth assessment to obtain personal client data, to clarify educational level, and to determine if employment background history is accurate. The applicant will then take an academic assessment to determine his/her entry level reading, writing, and computational skills.

If the applicant's needs can be met within the program parameters, s/he will be accepted into the program.

THE PROGRAM

The program will consist of the following components:

A. Pre-employment Training (Career Entry, Career Planning, Life Skills);

B. Integrated Literacy and Numeracy Skills, Micro-Computer Training, and G.E.D. Preparation;

C. Job Search Strategies;

D. Work Placement Experience;

E. Job Finding or Preparation for Further Educational Training. (See Appendix B)

I. PRE-EMPLOYMENT TRAINING:

Rationale:

The target group consists of individuals who:

a) have suffered on-going/periodic periods of unemployment and whose work history is marked with recent job changes;
b) are dissatisfied with past employment and want to

explore new career ideas;
c) are undecided about career choice or have little information about new career choice;
d) want information regarding personal interests, values, and aptitudes and how these relate to career choice.

The program will provide career entry, career planning, and life skills training which will help participants who need support in the career decision-making process.

Training:

The employment skills of the participants will be developed through workshops, guest speakers, tours, print materials, films and videos, and individual and group learning experiences. Participants will be expected to practice and improve skills during the course of the program. Topics covered will include:

a) career and job market information;
b) occupational search;
c) COPES and COPS inventories;
d) informational interviews;
e) effective job search techniques;
f) non-traditional options;
g) training and educational options;
h) short- and long-term career goal setting;
i) goal implementation plan.

II. LIFE SKILLS TRAINING:

Rationale:

Many of the participants may be experiencing difficulty in seeking and obtaining long-term employment because they lack self-confidence, problem-solving and decision-making skills, social skills, and/or have difficulties with their home life. They may lack the ability to set realistic goals and to create a positive action plan to realize such goals. While it is beyond the scope of the program to provide intensive personal counselling, participants can be provided specific strategies and practical experience in overcoming some of these problems. Alternatively, they can be provided information on how/where to get help.

Training:

Training will consist of workshops, films and videos, panels, group activities, and individual counselling. Topics will vary according to the needs of the group, but may include (see Appendix C):

a) problem-solving;
b) decision-making;
c) group dynamics/interaction;
d) co-operation/teamwork;
e) self-awareness;
f) communication skills;
g) personal fitness and wellness;.
h) interests, values, and attitudes;
i) self-confidence building;
j) time management;
k) coping with stress;
l) effective listening.

III. LITERACY AND NUMERACY SKILLS, MICRO-COMPUTER TRAINING, G.E.D. PREPARATION:

Rationale:

Overall, the demand for well-educated and skilled workers is growing. Yet, there is evidence to suggest that many individuals do not have the basic skills required even for lower-skilled jobs (and, Moosomin is no exception). The need to adapt to new skill demands--skills such as the ability to read reasonably sophisticated material, write clearly, speak articulately, and understand basic arithmetic--will affect an increasing number of people. "Literacy, numeracy, and technical skills remain the basic building blocks of an increasingly technologically based workforce, and jobs, with high skill and educational requirements continue to grow at a faster than average rate." (22) This means that workers must have strong basic skills which form the foundation for a lifetime of learning. Thus, short-term academic up-grading will refresh existing skills and help participants learn new ones which, in the long term, will help them achieve re-employment or access to further training.

Training:

Participants will be tested to determine their basic educational level and placed in individualized, self-directed, and self-paced programs. The focus will be on reading, writing, functional arithmetic, micro-computer training, and G.E.D. preparation. Further, the training will be done on an on-going basis and will be integrated into the existing program, beginning the third week and

continuing throughout the entire length of the program (micro-computer training will take about two weeks, and G.E.D. preparation, about twelve weeks). Participants will use audiovisual materials, workbooks and manuals, and computer software. They will be programed into appropriate tests, exercises, materials, and related activities for remediation or development. The program will allow for repeated interaction, as well as follow-up practice.

The micro-computer skills component (Appendix D) will include introductory knowledge and skills in the following areas:

a) hardware and software (including care and handling);
b) keyboarding;
c) wordprocessing (Wordperfect 5.1);
d) computerized accounting (Bedford Accounting).

Participants will gain confidence in their ability to use computers effectively.

IV. JOB SEARCH STRATEGIES:

Rationale:

Armed with increased self-awareness and self-confidence, proficiency in the use of a computer, vocational interest and values results from the COPS Interest Inventory and the Career Orientation Placement and Evaluation Survey, and experience doing informational interviews, participants now have knowledge and skills to conduct an effective job search.

Training:

Training will utilize films and videos, workshops, role playing, and computer skills to help them set goals, formulate action plans, and identify relevant support services. Participants will:

a) write/up-date a resume and cover letters;
b) network to contact potential employers;
c) know where to look for work;
d) conduct a successful interview;
e) follow-up after an interview.

This phase of the program will last for three weeks and is intended to prepare participants for work placement, as well as help them to locate work placement hosts.

V. WORKPLACE EXPERIENCE:

Rationale:

Workplace experience is appropriate for participants who: (1) have a specific employment objective, (2) have training in a chosen field but limited work experience in that field, (3) have minimal work history and would benefit from a work placement in order to gain experience, (4) require a positive, current work reference, and (5) are interested in training-on-the-job which would lead to employment.

Workplace experience will follow classroom instruction so that skills learned in class can be appplied to the job immediately. It will provide the participant with practical, interesting experience and on-the-job training in a supportive environment for a period of ten weeks. Positive results from their work placements may lead to possible full-time employment or a job reference for employment somewhere else.

The participant will perform appropriate workplace duties in exchange for on-the-job training, supervision, and consideration for future employment vacancies.

Training:

After the participant's occupational interests and aptitudes results have been assessed, the instructor will contact appropriate employers. When an employer who is willing to provide work experience to the participant is identified, the employer and instructor will meet to discuss the training and skills that are associated with the job; they will outline what skills will have been provided by the program during the nine week"in-house" training and what skills will be provided by the on-the-job exposure. After the outline is completed and agreed upon, an interview time will be arranged for the employer to interview the potential trainee.

The participant will have prepared for the interview by participating in a workshop on interview techniques. The results of the interview will determine what happens to the participant next. The possibilities include: (1) the employer accepts the participant as a trainee; (2) the employer rejects the participant and another interview is set up with an employer in the same occupational area; (3) the participant chooses an alternate occupational area and an interview is set up.

After the participant has been accepted by an employer, s/he will begin the work experience portion of the program. The participant will work for the employer for at least ten weeks. During that period, work support classes will be held periodically so that participants can continue working on their academic skills upgrading, practicing their computer skills, and meeting with peers to discuss workplace issues and concerns. The instructor will visit the employers and participants to help them with any difficulties that may arise.

Each employer will provide feedback and evaluation. Attendance will be monitored weekly. There will be no cost to the employer.

VI. JOB FINDING:

Rationale:

At the end of the ten-week on-the-job training work placement, the employer may hire the participant. In that case, the program will consider the participant placed. If the participant does not get hired, the employer will be asked for a letter of reference. The program would then assist the participant in his/her continuing search for employment.

Training:

The Job Finding component provides a three week period for participants to make a successful, intense, full-time effort at finding a job. Participants will continue to identify their transferrable job skills, their strengths, and they will learn to present themselves effectively to potential employers. More specifically, Job Finding helps participants:

a) expand their job objectives;
b) develop additional personal contacts;
c) explore other sources of job leads;
d) practice telephone scripts;
e) rehearse the job interview;
f) continue calling ten potential employers daily.

Participants must be open to trying new ideas and must be prepared to make an immediate full-time commitment to looking for work.

VII. COMMUNITY SUPPORT AND TRAINING PLACE HOSTS:

During the development of this proposal, conversations were held with representatives from the service, retail, and hospitality industries, as well as with government and education officials in Moosomin. During the conversations, representatives of the aforementioned sectors expressed a willingness to support a Rural Bridging Program.

Several organizations from the various sectors in Moosomin could serve as workplace training facilities for the Rural Bridging Program, i.e., would be suitable to act as training place hosts, if the program were offered in that town. Those likely to participate include:

A. Service:

Moosomin Nursing Home
Moosomin Union Hospital
Saskatchewan Wheat Pool Livestock Marketing Centre
Federated Cooperative's Feed Mills
Jensen's Welding Shop
Carscadden Funeral Chapel
Moosomin Sanitary Service

B. Trade/Retail:

Dividson Food Mart
Co-op Feeds
Cops Farm Service Ltd.
Moosomin Lucky Dollar Foods
Bud's Automotive Supply
Shell Confectionary and Gas
Peter's Bakery

C. Hospitality:

Moosomin Country Squire Inn
Kentucky Fried Chicken
Dairy Queen
Red Barn
Tino's Family Restaurant

D. Manufacturing/Resource:

Crushrite Concrete
Dairy Producers Co-operative Ltd.
Moosomin Ready Mix Ltd.
TransCanada Pipelines
Re-Wear: Clothes With History

E. Government/Education:

Southeast Regional College
Moosomin School District #9
Department of Tourism and Renewable Resources
Canada Post Corporation
Chamber of Commerce
Town of Moosomin

INSTRUCTOR

The Southeast Regional College will select a program instructor who, under the direction of the College, will be responsible for all aspects of the program.

The instructor will establish a climate conducive to effective learning and provide adequate educational experiences to help participants to learn to learn. More specifically, s/he will help participants on a one-to-one basis and in small groups to develop, interpret, and transmit ideas well, to develop pre-employment-life skills, micro-computer skills, and to provide workplace training assistance and job placement. If necessary, the instructor, in cooperation with other College staff, will assist participants in dealing with academic, personal, and social problems affecting their learning and participation in the program.

Further, the instructor will communicate with individuals, groups, agencies, and businesses in Moosomin and will be required to plan, organize, and develop program materials and requirements, as well as standards and operating systems.

S/he will be responsible for resource qcquisition, scheduling, budget administration, and for providing financial reports to ensure the timely flow of funds for the program.

Finally, the instructor must ensure that the program is completed in accordance with proposal requirements and prepare the final program report.

BUDGET

A. Management and Administration:

Under the direction of the College, the instructor will implement administrative and operating procedures based on

accepted practice. The accounting process will be structured to ensure all budget transactions are recorded, using accepted accounting and bookkeeping procedures. Financial statements will be prepared monthly and submitted to the College. A final accounting will be completed up to trial balance and submitted to the Canada Employment Centre. Finally, College management will comply with the specific funding requirements as outlined by the Canada Employment Centre in a timely and accurate manner to ensure efficient administration and cash flow for the program.

B. Although the specific costs associated with the successful operation of the proposed program for one twenty-four week period are not specified at this time, major costs would include most/all of the following:

1. Salary Costs: full-time instructor; part-time computer instructor; employee benefits;

2. Student Training Allowances and U.I.Benefits;

3. Training Costs: building rent, photocopier, filing cabinets, desk and chair, classroom furniture, flip chart and paper, equipment rental (videocamera, projector and screen, television and VCR), reference materials, computers and software;

4. Administrative Costs: utilities and heat, postage, photocopies, telephone, stationery and office supplies, travel, advertising, janitorial.

IMPLEMENTATION SCHEDULE

It is suggested that the proposed Rural Bridging Program for the Moosomin site begin operations not later than September 06, 1994, and that it run for twenty-four weeks with a one week holiday break from December 23, 1994, to January 03, 1995. That being the case, the critical path for program preparation and activity would be as follows:

June 17, 1994	Submit proposal to Canada Employment Centre for consideration, approval, and funding.
July 15, 1994	Hiring of program instructor: agreement between College and instructor prepared and signed.
August 01, 1994	College advertises for trainees.

August 05, 1994	College negotiates agreement for rental of training site.
August 19, 1994	Instructor prepares training site, instructional materials, and organizes management program.
August 31, 1994	Final selection of trainees.
September 06, 1994	Twenty-four week training begins.
February 07, 1995	Final evaluation completed. Final report prepared.
February 24, 1995	Training completed: participants placed/going on to further post-secondary training. Final report completed and submitted.

EVALUATION

Program participants will fill out program evaluation forms. The feedback will be used to monitor program effectiveness and will serve as a basis for program modifications. The following forms will be utilized:

1. Pre-Employment Training:

    a) weekly feedback forms;
    b) final evaluation;
    c) career action plans.

2. Academic Upgrading:

    a) bi-weekly feedback forms;
    b) final evaluation;
    c) progress reports.

3. Micro-Computer Skills:

    a) WordPerfect 5.1 and Bedford Accounting feedback forms;
    b) final evaluation of course;
    c) instructor evaluation of participants.

4. Work Placement:

    a) job support session forms;
    b) final evaluation.

5. Job Finding Support:

   a) instructor feedback on daily goals and activities;
   b) final evaluation.

Employers will be asked to fill out evaluations regarding the trainees they host, as well as an evaluation of the program itself.

The effectiveness of the program will be measured against its objective of "graduating" fifteen job-ready individuals and placing twelve of them in jobs.

The results of the evaluations will be tabulated and enclosed in the final report. Records of the academic up-grading improvement will also be provided, as well as information regarding the success of each participant in completing the program and obtaining productive employment or going on for further training.

CONCLUSION

This proposal has attempted to come to grips with the challenge of setting up a Rural Bridging Program in the town of Moosomin, Saskatchewan. It is hoped that this has been achieved to the extent that a structure, an eclectic operating philosophy, and an implementation strategy have been revealed. The purpose of the proposal is not simply to re-run in another location an already successful Rural Bridging Program; it is to identify a social activity involving people, ideas, methods, communications, and various interacting systems to service all of the stakeholders in the Southeast Regional College district for whom pre-employment training, academic up-grading, training in the workplace, and job placement are important. Thus, if the Government of Canada--Canada Employment Centre--is interested in implementing a successful and innovative approach to classroom and on-the-job training for fifteen employment disadvantaged individuals, it will consider the following proposals.

PROPOSALS

It is proposed that:

1. Canada Employment Centre provide funds through programs such as Employability Improvement Program--Project Based Training and the Job Opportunities Program to Southeast Regional College for a "sponsored-training" Rural Bridging Program for Moosomin, Saskatchewan.

2. The Rural Bridging Program be established and implemented in accordance with the guidelines and implementation schedule as set out in this proposal.

3. Canada Employment Centre move quickly to ratify the proposals contained herein.

ENDNOTES

[1] "Job Prospects Dismal," Leader-Post 27 Jan. 1994: N.pag.

[2] Richard Gwyn, "Chronic Unemployment Could Require Unpopular Solutions," Leader-Post 30 Nov. 1993: N.pag.

[3] Mark Wyatt, "Saskatchewan Population Lowest in a Decade," Leader-Post 27 Jan. 1994: N.pag.

[4] Carol Goar, "Recommended Strategy: Create Jobs," Leader-Post 27 Jan. 1994: N.pag.

[5] Lila Sarick, "Linking an Incentive to Hire with Training," Globe and Mail 25 Apr. 1994: N.pag.

[6] "Job Prospects Dismal," Leader-Post 27 Jan. 1994: N.pag.

[7] "Retraining Said Key to Jobs," Leader-Post 17 Nov. 1993: A12.

[8] Carol Goar, "Recommended Strategy: Create Jobs," Leader-Post 27 Jan. 1994: N.pag.

[9] "Audience Turns on Axworthy after Unemployment Comments," Leader-Post 18 Mar. 1994: N.pag.

10 "Audience Turns on Axworthy after Unemployment Comments," Leader-Post 18 Mar. 1994: N.pag.

11 Lila Sarick, "Linking an Incentive to Hire with Training," Globe and Mail 25 Apr. 1994: N.pag.

12 Lila Sarick, "Linking an Incentive to Hire with Training," Globe and Mail 25 Apr. 1994: N.pag.

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APPENDIX A

A participant in the Rural Bridging Program is said to be JOB READY when s/he:

1. has a preliminary OCCUPATIONAL OBJECTIVE which can be currently realized;

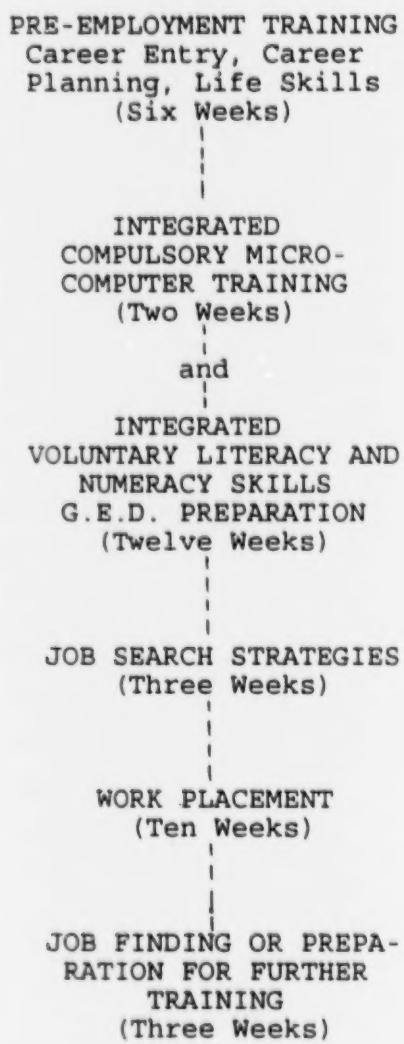
2. is reliable, co-operative, and free of personal problems which could preclude effective job performance;

3. is equipped with one or more job skills which may practically be developed at the workplace, e.g., the ABILITY TO GET ALONG WITH OTHERS and the ABILITY TO FOLLOW DIRECTIONS count as job skills;

4. is free from a physical or psychological condition which may be aggravated through a work placement or which would jeopardize the participant's safety or that of any other work place contacts.

APPENDIX B

PROGRAM OVERVIEW



APPENDIX C

GOAL SEARCH

Information

about the world

of work

SELF-ASSESSMENT

Information

about

self

GOAL IMPLEMENTATION

Putting an Action Plan in Place

SELF-ASSESSMENT	GOAL SEARCH	GOAL IMPLEMENTATION
Interests	Occupational Search	The Action Plan
Values	Written Sources	Time/Task
Skills/Aptitudes	Informational Interviews	Management
Past Experience	Non-Tradtitional Options	Support
Personality Traits	Training Options	
Motivators	Alternate Routes	
	Goal Setting	

APPENDIX D

COMPUTER SKILLS

WORDPERFECT 5.1 CHECKLIST

BASIC FEATURES

Function Keys
Booster Keys
Pull-Down Menues
Booting the System
Default Directory
Status Line
Saving a File
Wordwrap
Clearing the Screen
Retrieving a File
Editing a Document
Insert and Typeover
Undelete
Printing/Viewing Document
Format Menue
Justification
Setting Margins
Reveal Codes
Deleting a Code
Insert Current Date
Centering Text
Bolding Text
Underlining Text
Blocking Text
Using Help
Clearing/Setting Tabs
Key Line
Typing a Table
Decimal Tabs
Hard Page Break
Relative Tabs
Indenting Margins
Changing Line Space
Numbering Pages
Printing Multiple Files
Print Job List
Printing Specific Pages
Combining Documents
Moving Text
Searching a Document
Command Codes
Replace
Search String
Using Speller
Using Thesaurus
Toggle Key
Supplemental Dictionary
Auxiliary Files

INTERMEDIATE FEATURES

Merge
Macros
Sort
Headers/Footers
Graphics
Footnotes/Endnotes
Columns
Tables
Math
Summary/Comment
Line Draw
Dot Leaders

BEDFORD CHECKLIST

DEFINITIONS

Important Keys
Subsidiary Ledgers
Ready/Not Ready
Defaults
Finishing
Changing Company Data
Audit Trail
Conversion Date
Using Data
Saving Data
Starting Bedford
Integration Accounts

STARTING UP

Modifying Existing Accounts
Deleting Integration Accounts
Adding General Ledger Accounts
Adding Vendors
Adding Customers
Adding Employees
Adding Inventory Records
Adding Project Records
Adding Historical Financial Data

READY

Making the Modules Ready
(General, Receivable, Payable, Payroll, Inventory)

USING THE MODULES

General Journal Entries
Entering Inventory Sales
Entering Credit Notes
Prepayment Payment of Invoices
Entering Payroll Data
Reversing a Payroll Cheque
Entering Inventory Purchases
Inventory Adjustment

APPENDIX E

STUDENTS' COMMENTS

"It has provided us with the skills required to assist us to get back into the work force."

"The timing for the class was great because these things I needed to learn in order to be able to get out and work."

"In closing, I would like to THANK YOU again for letting me be a part of the Rural Bridging Program and hope that this course can be offered in the future to others who need the experience and self-esteem to go back out into the workforce for whatever reason."

"When I first came into this program I did not know where I was going in life and by the end of the classroom activities I had decided that I am going back to school."

"I think this program should be allowed to run again."

"It has been a positive experience and I would recommend it to others."

"I believe this program has improved my chances of employment, and I hope others can benefit as well."

"It has given us an opportunity to get re-acquainted with new job trends and marketing skills that have really helped us...."

"In my opinion, this course should be available for more people...there are a lot of people who could really take advantage of a program such as this one."

"This letter is written to promote the Rural Bridging Program in which I was enroled this year. I would promote this program primarily because it enabled me to consider issues which have influenced my life."

"The Rural Bridging Program was a great idea for anyone. Everything about the Rural Bridging Program is positive."

Final Report

CONTENTS

INTRODUCTION 1

PROGRAM DESIGN 2

THE PARTICIPANTS 3

EVALUATIONS 4

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INTRODUCTION

The goal of this program was to provide unemployed men and women with a variety of learning experiences designed to prepare them for employment or to further their education. The program provided participants an opportunity to discover new career goals and to uncover the appropriate steps necessary to achieve those goals, as well as provide them with an opportunity to put new skills to work in a nurturing workplace environment.

More specifically, the program was designed to provide a supportive environment that would assist participants in:

1) identifying personal attributes and needs related to career development (transferrable skills, academic achievements, occupational interests, and work values);

2) exploring new career and educational options in a changing labor market;

3) acquiring on-the-job training skills which are needed in the market place.

PROGRAM DESIGN

The Rural Bridging Program lasted twenty-four weeks. Participants were able to progress through five phases: career entry-career planning, micro-computer training, job search strategies, work placement, and job finding or preparation for further educational training. The largest portion of this time was allotted to work placement (see Appendix A).

The "pre-employment-life skills" portion (weeks one to six) fostered in participants self-confidence and a positive self-image--prerequisites to maintaining favourable and flexible attitudes toward the work environment and other people. Further, it emphasized goal setting, creating realistic expectations in the minds of the participants and providing up-to-date information about employability skills.

During "micro-computer training" (weeks seven to nine), participants were introduced to computer skills which will enable them to use more sophisticated technologies in their future occupations. Overall, these skills strengthened the ability of participants to adapt to the rapidly changing work environment, thus enhancing their chances of surviving in an increasingly information-based society.

The "work experience, job search and job placement" sections (weeks twelve to twenty-four) gave participants the chance to practice skills learned in class and on-the-job, to make contact with potential employers and, in most cases, to find "permanent" employment.

During the in-class portion of the program, participants were provided with a wide variety of learning experiences that included:

a) small and large group discussions,
b) individual consultations,
c) formal testing,
d) informal checklists and inventories,
e) external speakers,
f) individual informational interviews,
g) workshops,
h) a tour.

THE PARTICIPANTS

The program participants came from diverse backgrounds in terms of education, work experience, age, and skill levels. Twelve people began the program; eleven completed it. Part of the students' success can be attributed to their above-average English and reading skills. The breakdown is as follows:

SEX

10 Female
2 Male

RACE

8 Caucasian
4 Aboriginal

AVERAGE AGE

32 Years
(RANGE: 20 to 64)

ENGLISH ASSESSMENT

67 percent
(RANGE: 56% to 89%)

READING ASSESSMENT

Overall Reading Level
Grade 10.9

*Reading Comprehension
Grade 11.7

ATTENDANCE

Possible number of Days:
1464 (122 x 12)

Percentage of Absences:
3.8% (56 days)

Percentage of Excused Absences:
3.0% (44 days)

Though the participants' backgrounds were diverse, there were factors that were shared by all. First, all of the participants looked to the program to provide assistance and support in helping them deal with the issues and frustrations associated with unemployment. Second, all wanted to develop a different, more secure career path (and become employed).

During the Career-Entry - Career Planning portion, two participants withdrew from the program for personal reasons. They were replaced at the beginning of the Micro-Computer Training segment by two others. One individual left the program after the ten week Workplace Experience because of health reasons. The remaining eleven participants completed the twenty-four week program, and most are continuing to work for their work place hosts under the sponsorship of the Federal Government's Job Opportunities Program. (It is anticipated that eight participants [73 percent] will continue working after the program ends, that two participants [18 percent] will return to school, and that one participant [9 percent] will continue his search for meaningful employment.

EVALUATIONS

Participant evaluations provide valuable feedback for necessary design changes in the structure and operation of the Rural Bridging Program. Thus, feedback, in the form of evaluation data, was solicited from both the students and the workplace hosts throughout the twenty-four week program. Students were asked to evaluate the: 1) in-class portion; 2) computer skills component; 3) work place segment; 4) course content, methodology, etc. The host employers evaluated only the students' work placement experience.

I. IN-CLASS:

1. **What have you learned about yourself?**

"I'm probably feeling pretty insecure about a lot of things right now - I guess it's a mid-life crisis, yuck"!

"The copes and cops test proved to me that I was on the right track about myself. I'm overcoming my feelings of intimidation. I feel now that I'm gaining a little more all the time."

"I knew I was always a deep thinker, but now I know for sure that I am."

"I thought I knew what direction my life was going and after only one week it has changed considerably. I have also learned that I would rather lead than follow"!

"I learned that the career I am most interested in, and the career I am most suited for are the same."

"I learned that I can really be somebody or something in this world if I really tried. Coming back to school made me feel special and good about myself"!

"I have learned that I have so much more that I can do with my life, and this is just the beginning."

"I have learned how to get my ideas organized and not to ramble on with unrelated information."

"I've learned from the COPES and COPS tests that my interests are where I've always thought I'd like to find employment. I've learned not to withdraw my opinions about subjects even if someone else may disagree."

"I've learned that I have more skills than I thought - at least different ones. I also learned that I should be able to talk about my good skills without feeling like I am bragging."

"I have more skills than I thought I did and I can use them in a variety of areas"!

"I guess I really do like working in groups and I am a people person in my own way."

"I learned about skills that I never knew I had."

"I learned that my abilities really are skills that I can use outside of the home."

"I do have additional skills that I can use in my job search."

"I have learned that I have values and skills that are worth something"!

"I have learned to be more open about my skills. The things that I have taken for granted are really skills and abilities I've always practised."

"I have learned that I am a capable and skilled person. I feel confident that I have a lot to contribute in a work environment."

"I learned about skills I never knew I had and how they'll help me when applying or writing resumes."

"Everything I have learned is fitting into place now."

"I feel that jumping in with both feet gets the information that I need to know."

"I am capable of doing whatever I want to do"!

2. **What activity/activities had particular meaning for you?**

"The testing - made me do some serious thinking about me - hard work"!

"I enjoyed the COPS test and going through it. It definitely broadened my career choices. I also enjoyed the group discussions."

"Meeting other Christians with their unique personalities. It's great to know people in Christ that are so outgoing."

"All of the activities so far have helped me a great deal with learning about myself. If I had to choose just one I guess it would have to be the career paths we did. I did not realize the profound effect every choice you make has on your life"

"I did like the test we took, they certainly confirm to me what I have always felt are my strengths and weaknesses, and that's good"!

"The talking circle and the COPS evaluation sheet had particular meaning to me."

"I enjoyed getting into little groups and speaking about our pasts, it helps people get to know me."

"The career path poster had a lot of meaning for me, it made me look back at my life and realize how much I can do to improve it."

"Doing the posters and the sharing part to tell people where I came from and where I am now. The COPES and COPS gave me a base to work from."

"I enjoy our morning talks. The COPES and COPS made me feel more at ease about the direction I should take in my career search."

"I appreciated the invoicing of roles and skills."

"Picking out our skills and transferring them to various fields. I really appreciated the remark about getting over the hump, because I get discouraged very fast."

"Values and career planning, how your skills and interests all come together."

"Critiquing gives me a chance to improve my writing and also lets me voice my opinion on certain subjects."

"The fitness and watching videos."

"The films...they showed me what to look for in people."

"Problem solving - skills inventory - how I see myself."

"The skills because I thought I really didn't have that many."

"I enjoyed the group discussions."

"Filling out the skills and abilities forms was very helpful and will be very useful in the future."

"I found the areas of skills and abilities to be very good. I also really had to think when we were setting our future goals and values."

3. **How can the program be improved?**

"I feel the program should be offered more often and to more people."

"Getting out more, for example touring work places. Finding out more about the jobs available."

"You're doing a good job - the people problems that I see will just have to be dealt with by everyone."

"It may help if the program were to be started earlier, January, to adjust for summer activities. ie: school holidays, yard work, etc."

"I am very satisfied with the program."

"The program has been meeting my needs so I am not sure what could be improved"!

"I feel that there is a real need for this program and it should be offered more often with more space available"!

II. COMPUTER SKILLS

1. Did the course content meet your expectations?

"Yes, but I would have liked the course to have been a little more in depth."

"Yes, it really did"!

"Yes it did. I was looking for the basic operation of a computer and that is what I received."

"Yes, it did"!

"Yes--I would have liked more time on the accounting programs, but with everyone at different learning levels there was no way that this could be accomplished."

"Yes, I thought that I would learn a lot, and it turned out that I did"!

"Yes, I was pleased with the whole course."

"Yes I learned a great deal."

"Yes, I learned a little about each basic program, enough to get started on my own computer."

"It exceeded my expectations"!

2. Did you feel that you had enough individual help throughout the course?

"There was ample individual help throughout this course."

"Yes, I did."

"Some days I felt, because of my lack of knowledge, that it would have been nice to have additional personal help, however in fairness to the class I feel that the instructor did the best he could."

"I found when there was more of us needing some help it was difficult for the instructor."

"Yes the computer instructor treated everyone equally and very well for that matter."

"Yes, Mark was quite helpful."

"Yes there was ample help."

"The individual help was there if you asked for it."

3. **Were you given enough time to work by yourself?**

"Yes we were given plenty of time to work by ourselves."

"Yes, I was."

"Plenty of time."

"Yes we were."

"Yes we had plenty of practice time."

"There could have been a little more time allowed for individual work."

"I would have appreciated a little more time, although it wasn't essential."

4. **Was the course length suitable? How did you feel about it going for three consecutive weeks?**

"I feel that it could have been longer, four to five weeks."

"It could have been another week longer."

"I am glad it was consecutive, and yes three weeks were okay."

"I feel that another week may have made a difference. There seemed too little time to practice what we learned."

"Yes, I didn't mind three weeks at all."

"Yes--I liked it and probably would have gone another three weeks"!

"The course wasn't long enough. Three more weeks would have been nice."

"The computer course should have been longer for we had to cut it short."

"In my opinion the course should have run about a month instead of three weeks as it was too rushed."

"Consecutive weeks are a good idea because what has been practised is fresh in your mind. A longer course length would have provided more practice, of course."

"I would have liked four weeks. Towards the end of the three weeks we were quite rushed."

"I felt it should have been longer to expand on the subjects."

5. **How would you improve the computer course?**

"The only improvement I could see is the length of the course is too short."

"Just another week of the course."

"I feel that it is good how it is."

"I would have it three weeks longer."

"... more computer training."

"Extend it to a month."

"... longer course."

"Seeing that this was just a basic computer course I can't think of anything to improve on except allowing for a little more time and individual work."

"I would allow more time for computer training."

III. WORK PLACE EVALUATION:
(see Appendix C)

A. WORK PLACEMENT STUDENT'S FEEDBACK

1. **To what extent did you feel prepared for your work experience?**

Very				Not at All
5	4	3	2	1
6	**6**			

2. **Was the employer helpful in orienting you to the job and the workplace?**

Very				Not at All
5	4	3	2	1
7	**5**			

3. **Was adequate supervision and feedback provided?**

Very				Not at All
5	4	3	2	1
7	**5**			

4. **Overall, how would you rate your work experience?**

Very Good				Not at All
5	4	3	2	1
8	**3**	**1**		

B. EMPLOYERS' EVALUATION OF STUDENT

1. Personal Qualities:

Outstanding	Above Average	Average	Below Average	Inadequate
5	4	3	2	1
3	6	3		

2. Work Habits:

Outstanding	Above Average	Average	Below Average	Inadequate
5	4	3	2	1
3	5	4		

3. Personality Characteristics:

Outstanding	Above Average	Average	Below Average	Inadequate
5	4	3	2	1
3	6	3		

4. I would be willing to give this student a reference in the future based on the time spent here.

Yes 12 No

Physical Environment

I felt the conditions such as location, temperature, light, noise level, cleanliness, seating, etc. were suitable for successful learning.

Poor	Fair	Average	Good	Excellent
		1	9	2

V. SUMMARY:

In general, there was a great deal of consistency in the students' feedback and, overall, they were in agreement that:

1. they entered the program because they recognized that they needed assistance in assessing their personal attributes, as well as preparing them to re-enter the work force or go back to school;

2. the Rural Bridging Program provided the requisite assistance and met their expectations (see Appendix B);

3. the Rural Bridging Program provided a supportive environment, both in-class and in the work place, and participants were able to regain some confidence and enthusiasm to pursue their career goals;

4. the course content, learning materials, teaching procedures, and social and physical environment were reported to be good to excellent.

At the end of the Career Entry - Career Planning component, all participants made decisions about short-term, and long-term goals. The details of those plans, plus an indication of where they chose for work placement, are listed below.

WORK EXPERIENCE	SHORT-TERM GOAL	LONG-TERM GOAL
Welfare aide	G.E.D.	Secretary/Office Work
Counter Sales	On-The-Job-Training	Sales/Management
Clothing Production Worker	Correspondence Courses	Craftsperson (Home-Based Business)
Housing Clerk	University	Business Administration
Secretary-Receptionist	Correspondence Courses	Social Services Worker
Office Clerk	Technical Courses	Office Work
Service Station Retail Clerk	Technical Courses	Bank Teller/ Customer Service
Farm Laborer	Technical - Vocational Courses	Integrated Resource Management Worker
Teacher's Helper	Correspondence Courses	Teaching Handicapped
Special Education Support Worker	Correspondence Courses	Special Education Teacher's Assistant
Library Assistant	Correspondence Courses	Landscape Design
Plumber's Assistant	Technical - Vocational Courses	Ironworker

RECOMMENDATIONS

It is recommended that:

1) A twenty-four week program be delivered in another rural location from September 06, 1994, to February 18, 1995;

2) The program instructor (with assistance from the College senior co-ordinator and a Canada Employment official) be responsible for participant selection, resource acquisition, operating procedures and scheduling, and budget administration, as well as for program evaluation and written reports (financial, interim and final) to ensure program success. (NOTE: for details, see "A Proposal for a Rural Bridging Program for Moosomin"--submitted to Ed Zychkowski on June 15, 1994);

3) More lead-in time be provided prior to program commencement so that current, relevant, and effective learning resources and materials can be developed;

4) The selected learning centre site have enough room to accommodate fifteen adult learners, as well as adequate toilet facilities with hot and cold running water;

5) Additional resources be obtained to provide students with a better understanding of current local, regional, and national employer/market information, including several copies of the Occupational Classification Indexes, Jobs for Your Future, Canada Prospects, and Career Paths, as well as several university/college/technical-vocational institute catalogues, etc.;

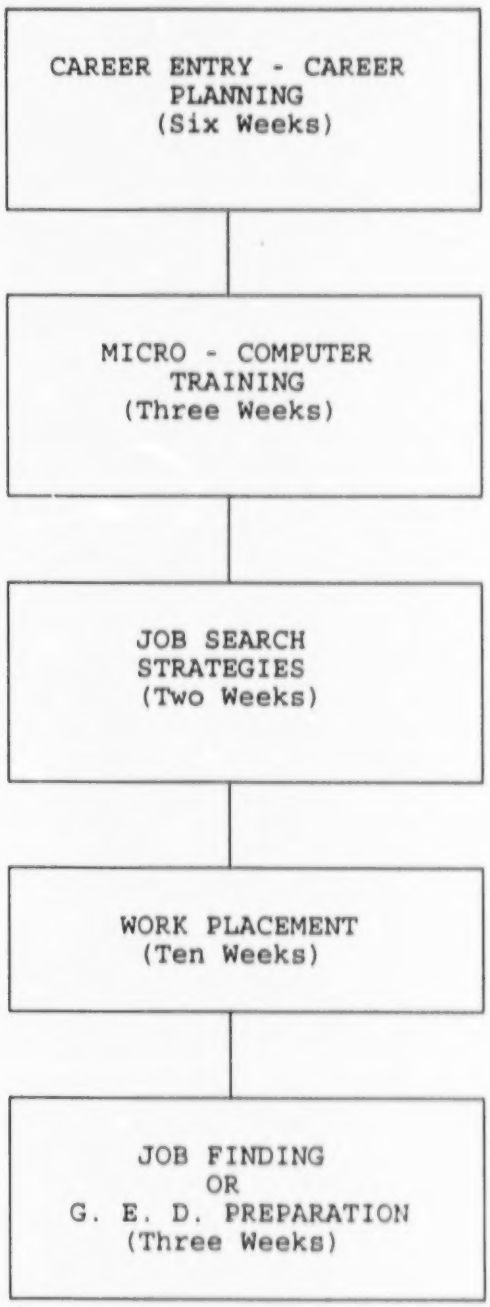
6) The learning centre have its own photocopier, telephone and telephone answering machine, fax machine, TV-VCR, overhead projector and screen, and video-camera, in addition to the required amount of office and classroom furniture and office supplies for effective instruction/learning;

7) Applicants wishing to enter the program undergo an initial interview and an in-depth assessment before being accepted into the program to find out whether this type of program will meet their needs;

8) The program consist of five components: pre-employment training; integrated literacy and numeracy skills, micro-computer training, and G.E.D. preparation; job search strategies; and job finding/preparation for further educational training.

APPENDIX A

PROGRAM OVERVIEW


CAREER ENTRY - CAREER PLANNING (Six Weeks)
MICRO - COMPUTER TRAINING (Three Weeks)
JOB SEARCH STRATEGIES (Two Weeks)
WORK PLACEMENT (Ten Weeks)
JOB FINDING OR G. E. D. PREPARATION (Three Weeks)

A. CAREER ENTRY - CAREER PLANNING:

WEEK ONE: FEBRUARY 07 TO 11

1. WELCOME AND INTRODUCTIONS
2. GUIDELINES
3. OBJECTIVES OF STAGE ONE
4. JOURNAL ACTIVITY: STUDENTS' EXPECTATIONS
5. OVERVIEW OF COMPLETE PROGRAM
6. ASSESSMENTS: COPS, COPES, READING TEST
7. SELF-ASSESSMENT
8. CAREER PLANNING: WORK HISTORY
9. CAREER PATHING: OWN CAREER PATH TO DATE
10. GOAL SEARCHING: INFORMATIONAL INTERVIEWS
11. CRITIQUING
12. STUDENTS DOING INFORMATIONAL INTERVIEWS

WEEK TWO: FEBRUARY 14 TO 18

1. CRITIQUES
2. LEARNING STYLES
3. THE ADULT LEARNER
4. CAREER RESEARCH
5. COMMUNICATIONS:

    a) Personal Communications Inventory
    b) Non-verbal Communication
    c) English Assessment

3. ROLES:
   a) definition
   b) roles and tasks
   c) roles and transferrable skills

4. SKILLS:
   a) definition
   b) skills inventory
   c) skills breakdown

5. FILMS AND VIDEOS: " Decision-Making: Values and Goals"; Asserting Yourself"; "Handling Criticism"; "The Art of Resolving Conflicts in the Workplace"; "Difficult People: How to Deal With Them."

6. LIFE EXPERIENCES

7. FITNESS: AEROBICS AND WALKING

8. CRITIQUING

9. INFORMATIONAL INTERVIEWS

10. STUDENTS' SECOND EVALUATION OF PROGRAM

WEEK FIVE: MARCH 07 TO 11

1. INFORMATIONAL INTERVIEW REPORTS

2. TIME MANAGEMENT 2:

   a) Scheduling
   b) To Do List
   c) How To Say No
   d) What's The Best Use Of My Time Right Now?
   e) Swiss Cheese Method
   f) Overwhelming A's

3. FILM: "Time of Your Life," Alan Lakein

4. PERSONAL PROFILE

5. AUTOBIOGRAPHY

6. HANDOUTS: Job Factor Sheet; How I Save Time; What Satisfactions Do You Expect From Work? What Do I Want In A Job?; Giving And Receiving Feedback In A Group; Degrees of Friendship; Self-Esteem.

7. CRITIQUING
8. FITNESS: AEROBICS, STRETCHING AND BREATHING (RELAXATION)
9. TALKING CIRCLE
10. "MENTORS" WORK WITH FOUR STUDENTS
11. PERSONAL INTERVIEWS (ALL STUDENTS) WITH INSTRUCTOR

WEEK SIX: MARCH 14 TO 18

1. AUTOBIOGRAPHICAL REVIEW
2. INFORMATIONAL INTERVIEW REPORTS
3. CAREERS AND TRAINING
4. NETWORKING
5. TRADITIONAL VS NON-TRADITIONAL OCCUPATIONS
6. LABOR MARKET TRENDS
7. WOMEN IN THE WORKPLACE
8. DECISION-MAKING/GOAL SETTING
9. INFORMATIONAL INTERVIEWS
10. CRITIQUING
11. VIDEOS: "Career Planning: Putting Your Skills to Work"; Attention: Women at Work"; "Goals: Setting and Achieving Them on Schedule"; "How to Achieve and Set Goals."
12. FITNESS: AEROBICS, STRETCHING AND BREATHING, WALKING, TEXAS LINE DANCING
13. TOUR OF ABBOTT LABORATORIES, WOLSELEY
14. TALKING CIRCLE

B. MICRO-COMPUTER TRAINING:

WEEKS SEVEN TO NINE: MARCH 21 TO APRIL 08

1. MS DOS
2. WORDPERFECT 5.1
3. WINDOWS
4. BEDFORD ACCOUNTING (SIMPLY ACCOUNTING)
5. QUATTRO PRO

C. JOB SEARCH STRATEGIES:

WEEK TEN: APRIL 11 TO 15

1. RESEARCH: THE SELF-DIRECTED JOB SEARCH
2. INTRODUCTION TO THE RESUME: STUDENTS BEGIN WRITING OWN RESUMES
3. VIDEOS: "Poise and the /art of Job-Hunting: Tactics and Techniques"; "Interviewing Techniques and Resume Tips for the Applicant"; "Finding the Job You Want."
4. HANDOUTS: So, What's a Good Resume; Writing a Resume that Really Works; Organizing Your Job Search; Attitudes Toward Job Hunting; Twenty-one Hints for Today's Job Hunter
5. FITNESS: WALKING, TEXAS LINE DANCING (Electric Slide, Skip Leather, Honky-Tonk Stomp, Ski- Bumpis)
6. KEN ERIKSON, CAREER COUNSELLOR: WORKSHOP/SEMINAR ON CAREERS
7. TALKING CIRCLE

WEEK ELEVEN: APRIL 18 TO 22

1. WORK PLACE INTERVIEWS
2. COVER LETTERS: FORMAT AND STYLE (PRACTICE, PRACTICE, PRACTICE)
3. INTERVIEW TECHNIQUES
4. FINAL DRAFT OF RESUMES DUE
5. STUDENTS WRITE PROGRAM TESTIMONIALS
6. VIDEOS: "Do You Know What to Say in an Interview: The Inside Secrets of Interviewing"; "The Winning Job Interview"; "Get the Job You Want"; "Find the Job You Want."
7. TOUR OF OCHAPAWACE, KAHKEWISTAHAW, AND COWESSESS RESERVATIONS
8. NINE STUDENTS HAVE WORK PLACEMENTS
9. TALKING CIRCLE

D. WORK PLACEMENT:

WEEKS TWELVE TO TWENTY-ONE: APRIL 25 TO JULY 01

1. Students on three reserves: Cowessess, Ochapawace, and Kahkewistahaw.
2. Students in Indian Head, Grenfell, Whitewood, Esterhazy, and Broadview.
3. One student on Middlecreek Farm, Whitewood.

WEEKS TWENTY-TWO TO TWENTY-FOUR: JULY 04 TO JULY 22

1. One student withdrew.
2. Two students upgrading academic and computer skills.
3. One student is doing job search.
4. Eight students continuing work placement.

APPENDIX B

STUDENTS' COMMENTS

"It has provided us with the skills required to assist us to get back into the work force."

"The Rural Bridging Program was a great idea for anyone. I feel really food about myself.... Everything about the Rural Bridging Program is positive."

"The instructors worked diligently with patience and understanding...."

"I learned many different things...I will be using later on."

"The timing for the class was great because these things I needed to learn in order to be able to get out and work."

"...this program helped me to think more positive about myself...."

"...it is very good program and it should be offered every year...."

"This letter is written to promote the Rural Bridging Program in which I was enroled this year...the benefits can be appreciated by everyone."

"The course helps the student to appreciate the skills acquired through life experience...."

"The instructor was very adept in his ability to encourage and challenge all of the students."

"I would promote this program primarily because it enabled me to consider issues which have influenced my life."

"...I am writing you to inform you how much I enjoyed the class...."

"In closing I would like THANK YOU again for letting me be a part of the Rural Bridging Program and hope that this course can be offered in the future to others who need the experience and self-esteem to go back out into the workforce for whatever reason."

"...I thoroughly enjoyed the Rural Bridging Program."

"When I first came into this program I did not know where I was going in life and by the end of the classroom activities I had decided that I am going back to school."

"I think this program should be allowed to run again."

"It has been a positive experience and I would recommend it to others."

"The ten week work placement has been an excellent vehicle to gain experience and prove my ability."

"I believe this program has improved my chance of employment, and I hope others can benefit as well."

"The skills I have obtained through the ten week work placement have increased my chances of employment. I wish you continued success."

"This training gave me the confidence I needed...."

"It has given us an opportunity to get re-acquainted with the new job trends and marketing skills that have really helped us...."

"...the Rural Bridging Program is very beneficial to anyone chosen...."

"The course has helped me to gain the skills and self-confidence that I will be needing in order to re-enter the work force."

"In my opinion, this course should be available for more people... there are a lot of people who could really take advantage of a program such as this one."

APPENDIX C

RURAL BRIDGING PROGRAM

WORK PLACEMENT STUDENT'S FEEDBACK

1. What business did you work for:
   NAME:
   ADDRESS:
   IMMEDIATE SUPERVISOR:

2. To what extent did you feel prepared for your work experience?

very				not at all
5	4	3	2	1

Comments _____

_____

Was the employer helpful in orienting you to the job and the workplace?

very				not at all
5	4	3	2	1

3. What specific types of work did you do?

_____

_____

4. List some things that you learned on the job.

_____

_____

_____

_____

5. Was adequate supervision and feedback provided?

very				not at all
5	4	3	2	1

6. What is your career plan now?

_____

_____

_____

7. How long was your placement? _____

Was this length of time appropriate? _____

Comments: _____

_____

8. Overall, how would you rate your work experience?

very good 5 4 3 2 poor 1

9. Do you have any suggestions that might help us improve the work placement program?

_____

_____

_____

_____

Please return your completed evaluation to your instructor.

Adapted from Wascana Institute

BRIDGING PROGRAM

People * Learning * Working

STUDENT EVALUATION FOR EMPLOYERS

STUDENT'S NAME: _____

POSITION: _____ EMPLOYER: _____

(SUPERVISOR): _____

ATTENDANCE: POSSIBLE (no. of days) _____

ACTUAL (no. of days) _____

DIRECTIONS: Please circle the category which most closely describes the student's performance, using the following rating system.

Outstanding - 5 Above Average - 4 Average - 3
Below Average - 2 Inadequate - 1

PERSONAL QUALITIES:

1.	Personal appearance was appropriate in keeping with the accepted standard for the job.	1 2 3 4 5
2.	Health and physical condition met job requirements.	1 2 3 4 5
3.	Was friendly and made an effort to get to know other employees.	1 2 3 4 5

WORK HABITS:

1.	Arrived for work on time each day.	1	2	3	4	5
2.	Absences were limited to illness.	1	2	3	4	5
3.	Adhered to accepted worksite practices for coffee breaks, doctor's appt., etc.	1	2	3	4	5
4.	Was able to respond to supervision and understand directions.	1	2	3	4	5
5.	Requested clarification if directions were not understood.	1	2	3	4	5
6.	Was able to utilize criticism to improve job performance.	1	2	3	4	5
7.	Mastered skills necessary to perform this position or another similar position.	1	2	3	4	5
8.	Completed tasks rather than leaving them unfinished.	1	2	3	4	5

PERSONALITY CHARACTERISTICS:

1.	Used own judgement to get job done.	1	2	3	4	5
2.	Took initiative to commence or look for tasks rather than waiting to be told.	1	2	3	4	5
3.	Showed interest and enthusiasm in learning about the job.	1	2	3	4	5
4.	Showed steady progress in completing job and used problem solving skills, when necessary.	1	2	3	4	5
5.	Was able to work cooperatively with other employees.	1	2	3	4	5

SUPERVISORS'S SUMMARY OF STUDENT'S PERFORMANCE:

_____

_____

_____

_____

_____

_____

_____

_____

SUPERVISORS'S RECOMMENDATIONS FOR FURTHER TRAINING FOR STUDENT:

_____

_____

_____

_____

_____

_____

_____

_____

I would be willing to give this student a reference in the future based on the time spent here. YES_____ NO_____

SUPERVISOR:_____

DATE:_____

STUDENT:_____

Adapted from Wascasna Institute